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ABSTRACT

This study was designed to examine the effectiveness of one element in the academic preparation of school administrators in Montana: the administrative internship. The paper begins with a review of relevant studies. As school districts demand more skills and abilities of administrators, especially in the techniques of collaboration and communication rather than just knowledge of more traditional administrative tasks, internships in school administration have become increasingly popular. This study was designed to investigate whether Montana's first-year principals with internship experience are better prepared for their work than first-year principals without internship experience. The sample was comprised of 30 Montana first-year principals and their superintendents. Findings from the survey suggested the following conclusions: first-year principals with internship experience are significantly more confident that they are well prepared for their jobs; principals with internship experience feel significantly better prepared in tasks most critical to schools (e.g., supervision and evaluation of teachers, team building, communication facilitating, etc.); these leadership tasks require coaching and mentoring (via internships); some leadership behaviors and skills are learned more effectively through modeling; superintendents express high levels of preparation of internships in graduate programs but vary in their views of certification. Based upon the results of the research, three recommendations are offered: (1) administrative internships should receive academic focus at both Montana universities with programs in educational administration; (2) while widespread support for requiring administrative internship for certification is uncertain at this time, it appears to be an issue of increasing interest among superintendents; and (3) graduate students in educational administration should include an internship as part of their degree programs. Survey forms are included in appendices. (ND)

ED 390 805

Internship/Mentorships for First-Year Principals: Implications for Administrative Certification and Graduate Program Design

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September 1995

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Internships/Mentorships for First-Year Principals: Implications for Administrative Certification and Graduate Program Design

A CSPAC Research Study

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School Administrators of Montana

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Graphic Representations of the Results

Preparation for Supervisory Responsibilities
A Comparison of Principals with Internship Experience and Principals without Internship Experience (Graph 1)

Preparation for Resource Allocation Responsibilities
A Comparison of Principals with Internship Experience and Principals without Internship Experience (Graph 2)

Preparation for School Governance Responsibilities
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Supervising and Evaluating (Table 1)

Budgeting (Table 2)

Appropriate Use of Staff (Table 3)

Monitoring Expenses (Table 4)

Managing Building Resources (Table 5)

Coordinating Curriculum (Table 6)

Building Teacher Teams (Table 7)

Facilitating Communication (Table 8)

Introduction

Improving public education is of increasing interest at both the federal and local levels. As restructuring efforts in schools continue to be prompted by rising taxpayer concern over the quality of America's schools, educators are focusing upon one of the strongest means for school districts to improve instructional programs: improve the quality of certified/endorsed personnel. Because no one individual has greater impact upon the school's educational program than the building principal, it is especially critical that this position be filled with the most highly-qualified, well-prepared individual available. Therefore, this study was designed to examine the effectiveness of one element in the academic preparation of school administrators in Montana: the administrative internship. The findings have implications both for Montana Administrative Certification and graduate-level preparation programs.

Background

This is a time of dramatic change in public education. All across the country, schools are restructuring their curricula, decision-making processes, and missions. Further, the wave of public opinion has resulted in increased involvement on the part of community members in school-based decision-making. Administrative roles which were once clearly-defined in an organizational hierarchy as having complete autonomy have recently given way to a model of principal as "facilitator" (Schargel, F.P., 1994).

Perhaps this change has been nowhere more apparent than in job announcements, where increasingly the emphasis is upon effective skills in collaboration and communication, rather than requirements for knowledge of more traditional administrative tasks.

Clearly, the complexity of these new expectations means that traditional approaches to textbook-centered graduate school preparation of administrators is inadequate. Research to date suggests that opportunities to synthesize and practice theories through interactions in the public schools greatly enhances the education of first-year school principals.

Few would disagree that of all the elements of "Big Sky Country," education is by far our most precious natural resource. Despite serious funding limitations, Montana offers premier educational opportunities to its populace. This is due in large part to a highly-qualified professional education workforce and an intense level of commitment to local schools. Declining budgets have resulted in diminished administrative expenses statewide over the course of the last 20 years, yet the vision provided by superintendents and principals has consistently kept this state ranking near the top of the country in several school performance indicators. Nonetheless, the burden for school administrators is growing, and superintendents are seeking principals who can "hit the ground running" when school starts.

While school districts are demanding far more skills and abilities of administrators than ever before, university programs have recognized the futility of attempting to teach these complex issues exclusively via textbooks. Consequently, internships in school administration have become increasingly popular. Some superintendents have long believed that hiring first-year principals with internship experience was beneficial to their districts; in fact, several districts in Montana have made internship experience requisite to the position. However, the State of Montana certifies principals based upon specific coursework requirements and does not require applicants to have participated in internship programs. Campus

placement services occasionally report vacancies specifically seeking first-year principals who have taken internship credits, and universities tend to encourage their best students to pursue internships for reasons of marketability. However, there has been no system-wide approach to requiring an internship either for graduation or certification in Montana at this time.

The conventional wisdom that first-year principals with internship experience are better prepared to assume principalships than those without it has long existed. Indeed, the internship has long been regarded as a highly-beneficial experience. In her article for aspiring principals, "So You Want to Be Principal," Donna Newcomer-Coble described assorted "on-the-job-training" school experiences, then concluded that "Even a required certificate in supervision and administration indicates only basic competency for the principalship, and many districts prefer to hire <via internships> experienced principals" (1992).

Related Studies: The Value of Internship Experience

Training for principals typically includes both coursework and internships. Courses, though vital, have obvious limitations in helping people negotiate changes in roles and perspectives. Trainees need the "matter of experience" as a basis for applying, testing, and mastering skills and assumptions. It is through the internship--accompanying the mentor through the real world pressure cooker of day-to-day situations--that trainees are affected in crucial and lasting ways (White & Crow, 1993). Even more critical than the ways in which the trainees themselves are impacted by their preparation (or lack thereof) is the impact of a new principal upon a school. As John Stewart, Superintendent of Schools in Polk County, Florida noted: "Nothing is as potentially damaging for a school as an unprepared or ill-prepared principal. Without the proper background, education, guidance, and on-the-job training, a principal can ruin staff morale, sour community opinions about the school and seriously disrupt the learning process for students. Even with the best intentions, a poorly trained school administrator has the capacity to create havoc within the school community" (1991).

While there are numerous models for principal internships, most involve a triad of personnel: the intern, an on-site supervisor (master principal or superintendent, depending upon school size), and a university supervisor (typically a professor). This group outlines on-the-job training in a variety of principalship experiences which are generally categorized. Here, too, there are a variety of models. For example, in the legislatively-mandated Kentucky Beginning Principal Intern Program (KPIB) which resulted from the Kentucky Educational Restructuring Act, the stated purpose of the program was to "provide the supervision, assistance, and

assessment required to determine the effective instructional leadership abilities of a new or beginning principal." Conducted over the course of an entire school year, the KPIB program identified four areas of emphasis for principalship experiences: instructional leadership, school management, interpersonal skills, and professional responsibilities. In an extensive follow-up study of 36 Kentucky principal interns, 58.3% deemed their experience "very beneficial," and another 22.2% found "good benefits" in the program. This same sample also found their preparation program to be predominantly either "of considerable value" (50.0%) or "very valuable" (16.7%) (Prickett, R.L. et. al., 1990; Richardson, M.D. & Prickett, R.L., 1991).

Such findings have further been echoed by state-wide investigations conducted in Texas and Montana. James Vornberg's Texas investigation (1992) focused upon the impact of a program involving nine traditional principalship activities. These include staff development, teacher evaluation and improvement, development of goals, and planning for improvement (via fiscal management). Vornberg found that the internship experience had been particularly beneficial in fostering "adaptive" school principals who viewed their school programs positively. More recently, Montana State University Professor Donald V. Cairns conducted an exceptional piece of research entitled, "Critical Skills Necessary for Montana Principals" (1995). When Cairns asked them what adjustments they would recommend in their administrative certification programs, the subjects frequently responded, "the internship associated with becoming a practicing administrator." Further, these findings indicated a strong preference among respondents that the internship consist of "one full year" in duration. Such investigations help identify both the value and the specific beneficial experiences of administrative internships.

Unfortunately, existing research and literature on administrative internships is relatively limited. Specifically, more investigations of the perceptions of the interns themselves have been called for, perhaps in response to intriguing conclusions such as those offered by Emily White and Gary Crow in their study of 54 New York interns. They wrote:

> "The internship . . is a rite of passage. Nearly all the individuals report themselves 'changed' during the internship experience. They see themselves, their home school principals, their mentor principals, their roles as teachers and other key personnel in very different ways from what they imagined or saw before. Some of these individuals, deeply committed to teaching, begin with doubts about prospective principalship. They evolve into enthusiastic aspirants, imbued with new visions and new appreciation of the challenges and opportunities that confront principals in running schools" (p. 32).

There is little doubt that real change can and does occur. School-based experiences broaden the repertoire of first-year principals' skills. As one Montana intern said, "I would have been paralyzed with fear if I hadn't worked as an intern. My superintendent's first charge on the Friday I arrived at my new job was to re-work the schedule by Monday, and I was fortunate to have become familiar with that whole process during my internship the previous year. Otherwise, it would have been a long and lonely Sunday night."

Given that school principalship activities do generalize school-to-school, it is not surprising that diverse states and universities have created internship programs in which the expectations program-to-program tend to mirror one another. Gleaned from internship descriptions and literature regarding the chief responsibilities of the principalship, the categories of internship experiences to be studied in this investigation are as follows:

- <u>Supervision</u>

  (personnel, student management, assessing curriculum & instruction, collaboration)

- Resource Utilization

  (budget allocations, staff assignments, interaction with governmental agencies)

- School Governance

  (leadership tasks, student interaction, involving local citizens, etc.)

Proficiency in each area will be described by lists of activities associated with each category.

Purpose of the Study

This study was descriptive research designed to investigate whether or not Montana first-year principals with internship experience have been deemed better prepared for their work than first-year principals without internship experience. Specifically, this research was guided by the following Research Questions:

Q1: To what degree do first-year principals with and without internship experience feel prepared for their positions? Is there a difference between these groups?

Q2: Do superintendents/supervisors of first-year principals find them better prepared than supervisors of those without internships?

Q3: Do superintendents (i.e. experienced administrators) believe their own careers could have been or were in fact benefited by internship experience?

Responses to these questions offer the State of Montana further input into decisions regarding certification/endorsement requirements for principals. Further, the results indicate that the internship component is particularly valuable in educational administration graduate programs at The University of Montana and Montana State University.

Procedures of the Study

This study focused upon Montana superintendents and first-year principals, utilizing a survey to determine their perceptions. Data from these surveys was analyzed in response to Research Questions #1 and #2. Research Question #3 was analyzed via qualitative inquiry; that is, follow-up telephone interviews of selected superintendents were conducted.

Sample

The sample was comprised of 30 Montana first-year principals and their superintendents. Derived from input from School Administrators of Montana, The University of Montana, and Montana State University, the principals were evenly divided into two categories: those with internship experience (15) and those without it (15). Initial inquiries were followed by second and third requests for input; therefore, the response rate reached 83.3%.

Instrument

The survey instrument was an adaptation of the First-Year Principal Questionnaire and Superintendent's Questionnaire developed by the Kentucky State Department of Education to investigate the effectiveness of the Kentucky Beginning Principal Intern Program (Zaheer & Kelly, 1993). Questions were categorically grouped into the following areas: Supervision (nine questions), Resource Utilization (nine questions), and School Governance (15 questions). A Likert Scale built around the issue of "preparedness" was applied, wherein 5 = Extremely Well Prepared, 4 = Well Prepared, 3 = Adequately Prepared, 2 = Poorly Prepared, and 1 = Not At All Prepared. The first survey draft was field-tested on five school administrators and edited according to their input. (The surveys appear as appendices at the end of this report).

Methods

The responses of the first-year principals were analyzed to examine the degree to which these administrators felt prepared to handle thirty-three administrative tasks. Comparisons were made between those with internship experience to those without it. Similarly, the responses of each of their respective superintendents were analyzed to determine whether or not those superintendents supervising principals with internship experience found them better prepared than did the superintendents supervising first-year principals without internship experience. All data were analyzed via the t-test for Independent Samples. The one-tail criterion for significance at $p < .05$ was used due to the directional hypothesis of the Research Questions (e.g. that principals with internship experience would fare better). The assumption of unequal variance was used throughout the analysis due to the sample size and the respondents groups of unequal numbers of cases.

At the completion of the aforementioned quantitative analysis, follow-up telephone interviews were conducted with eight selected superintendents in a qualitative analysis. They were interviewed to determine the perceived values of their own internship experiences. Specifically, superintendents were asked what benefits they attached to having experienced an internship; those who had not completed internships were asked whether or not they believed one would have been a career asset. Finally, the superintendents were asked whether or not they believed the internship should be required for Montana administrative certification.

These interviews consisted of the following questions:

SUPERINTENDENTS' FOLLOW-UP QUESTIONS

You participated in a questionnaire this spring concerning interns that also involved a principal in your district. May I ask you five follow-up questions?

1. Did you participate in a formal internship before you took your first administrative position? ____ Yes ____ No

---

2. If yes, what was the length of that internship? (Number of credits?)
   _____
   _____

3. If yes, do you believe that the internship was instrumental in the success in your first administrative position?
   ____ Yes ____ No

4. If yes, on a scale of 1-5 (one being most instrumental) rate the importance of that internship to the success in your first administrative position.
   ____ 1 ____ 2
   ____ 3 ____ 4
   ____ 5

5. If yes, of the following areas: 1) instruction/curricular leadership 2) School Governance; 3) Supervision, which do you feel you most improved because of that internship?
   ____ Instructional/Curricular Leadership
   ____ School Governance
   ____ Supervision

6. If yes, do you believe that an internship should be required to obtain an administrative endorsement/degree?
   ____ Yes ____ No

7. If no, which of the following is true:
   ____ No internship was available
   ____ None was required to obtain an endorsement or degree
   ____ I didn't feel one was necessary

8. If no, do you believe, in retrospect that a planned internship might have helped make your first administrative experience more successful?
   ____ Yes ____ No

9. If no, in which of the following areas might an internship allow an aspiring administrator an opportunity to improve their skills, thus making their first administrative position more successful?
   ____ Instructional/Curricular Leadership
   ____ School Governance
   ____ Supervision

10. If no, do you believe that an internship should be required to obtain an administrative endorsement/degree?
    ____ Yes ____ No

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Results

The findings revealed several important facts. In Research Question #1, first-year principals with internship experience believed themselves to be better prepared for many administrative tasks than did first-year principals without internships. These differences--many of them statistically significant--appear across all three categories of administrative responsibilities (Supervisory, Resource Allocation, and School Governance).

The differences perceived by the principals themselves did not exist in the minds of their superintendents. On the contrary, in response to Research Question #2, superintendents in this study universally found their principals to be well prepared, regardless of internship experience. The data showed no significant difference between the perceptions of superintendents who oversee first-year principals with internships and superintendents who supervise first-year principals with no internship experience.

Graphs 1 - 3 depict comparisons of principals with internship experience to principals without internship experience in each category: Supervisory Responsibilities, Resource Allocation Responsibilities, and School Governance Responsibilities. Graphs 4 - 6 provide an overview of the superintendents' ratings of their principals' performance in each of the same three categories.

The tables depict the statistical significance in each question where differences existed between the groups of first-year principals with and without internship experience. These differences were found in the following areas:

Supervising and Evaluating Teachers

Budgeting

Appropriate Use of Staff

Monitoring Expenses

Managing Building Resources

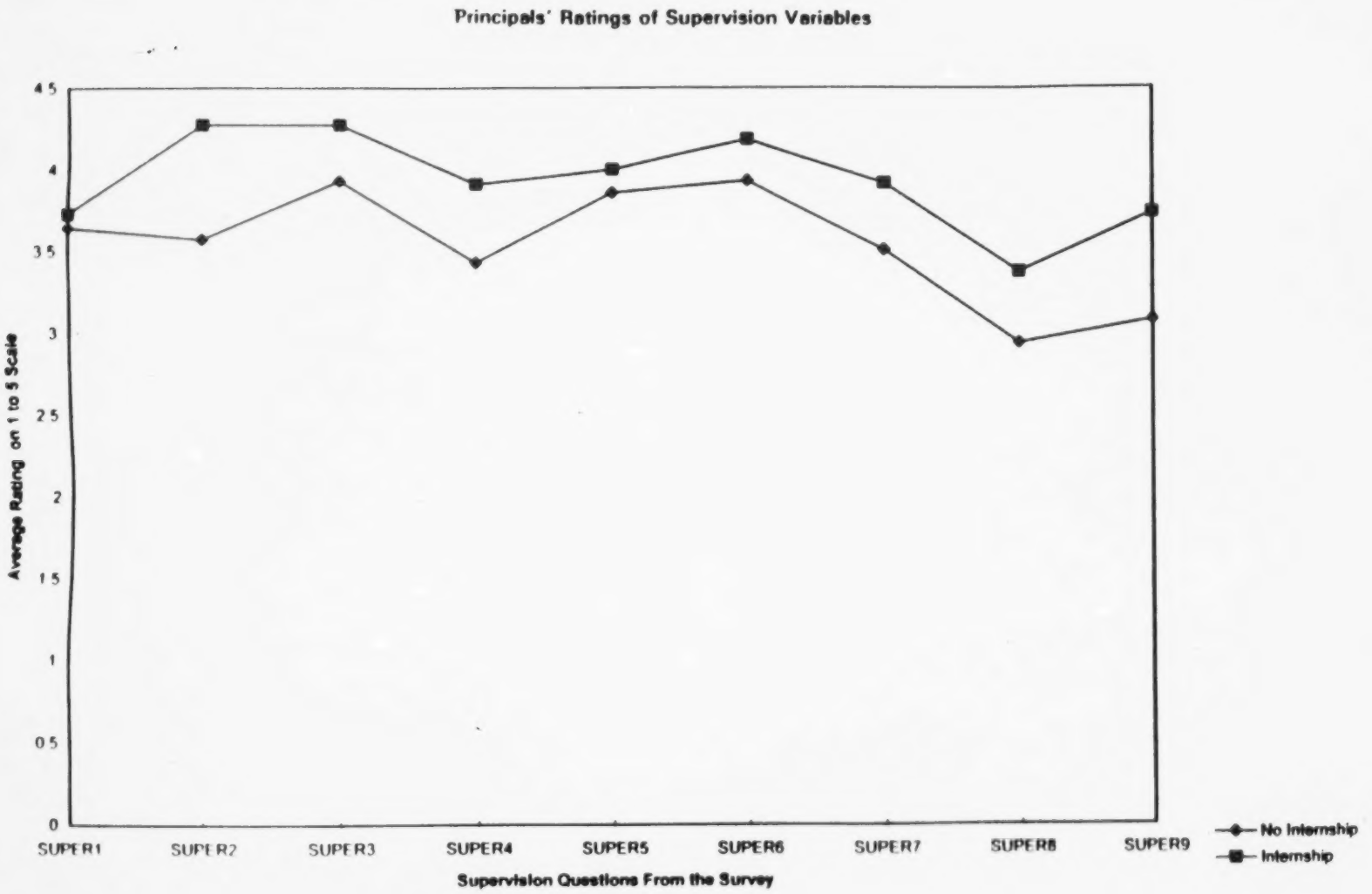
Coordinating Curriculum

Building Teacher Teams

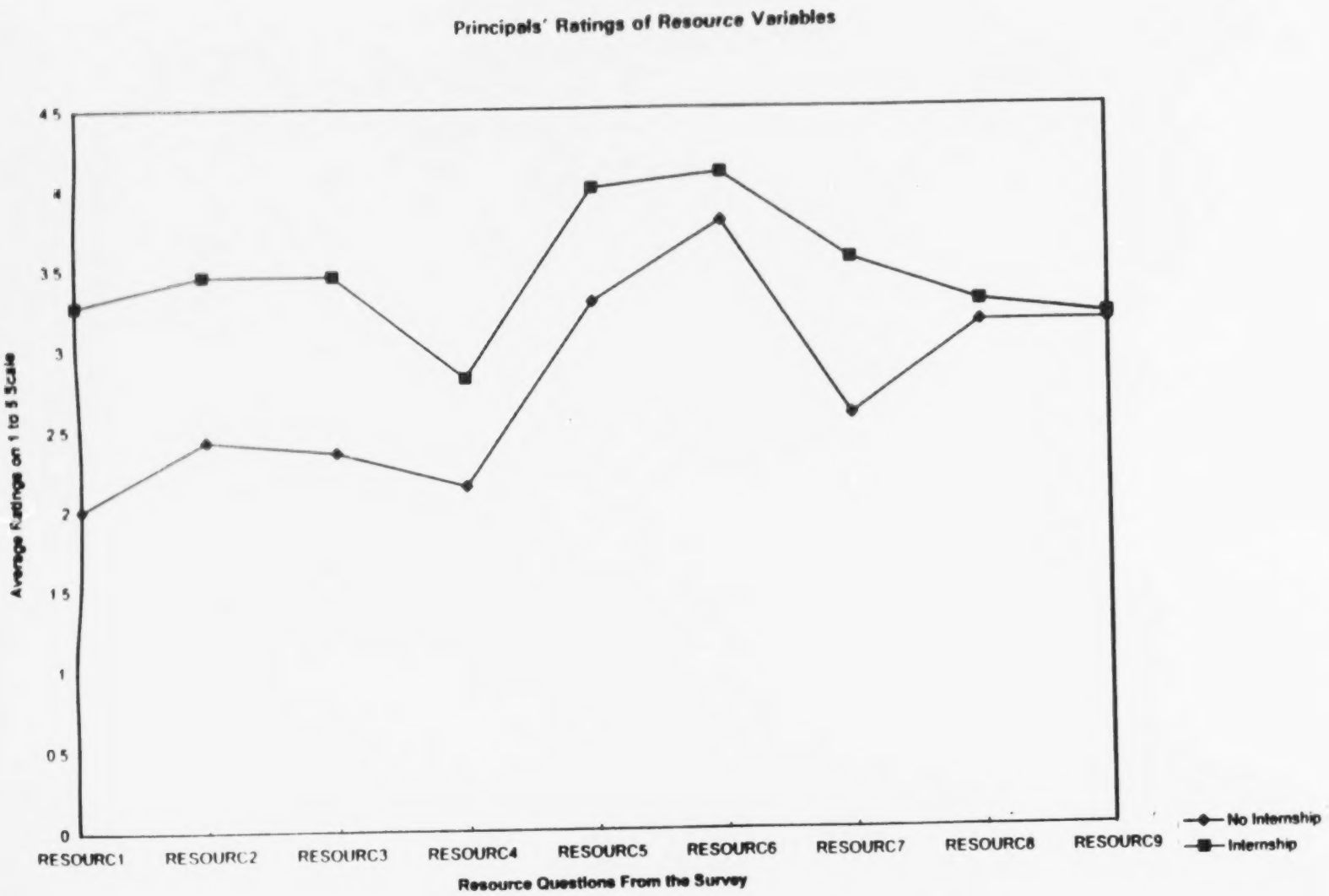
Facilitating Communication

Finally, a summary of the superintendents' interviews appears at the end of this section beneath the sub-heading "Superintendents' Reflections." Their comments were offered in response to Research Question #3.

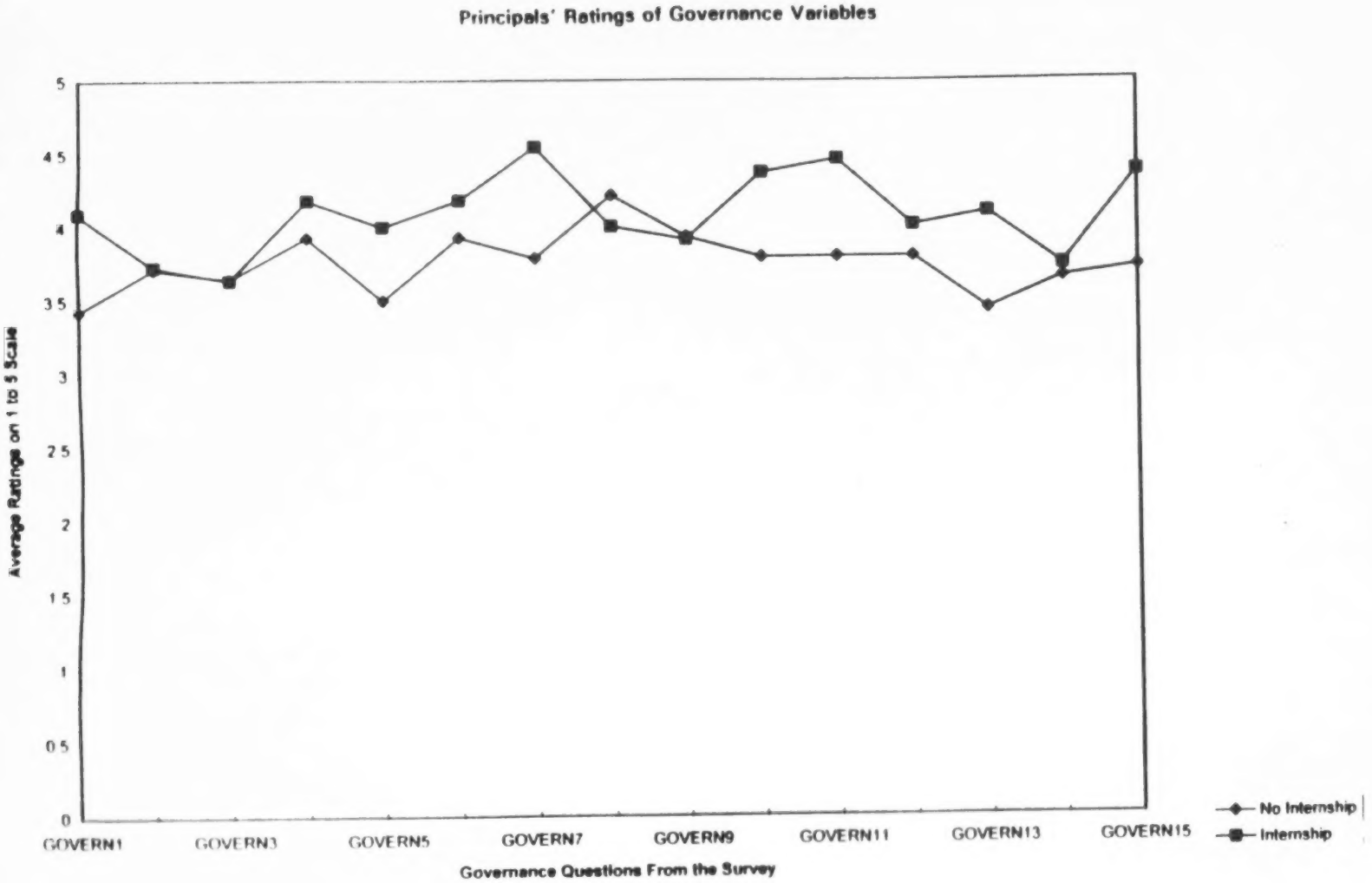
Graph 1


Principals' Ratings of Supervision Variables
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Average Rating on 1 to 5 Scale
SUPER1
SUPER2
SUPER3
SUPER4
SUPER5
SUPER6
SUPER7
SUPER8
SUPER9
Supervision Questions From the Survey
No Internship
Internship

Graph 2

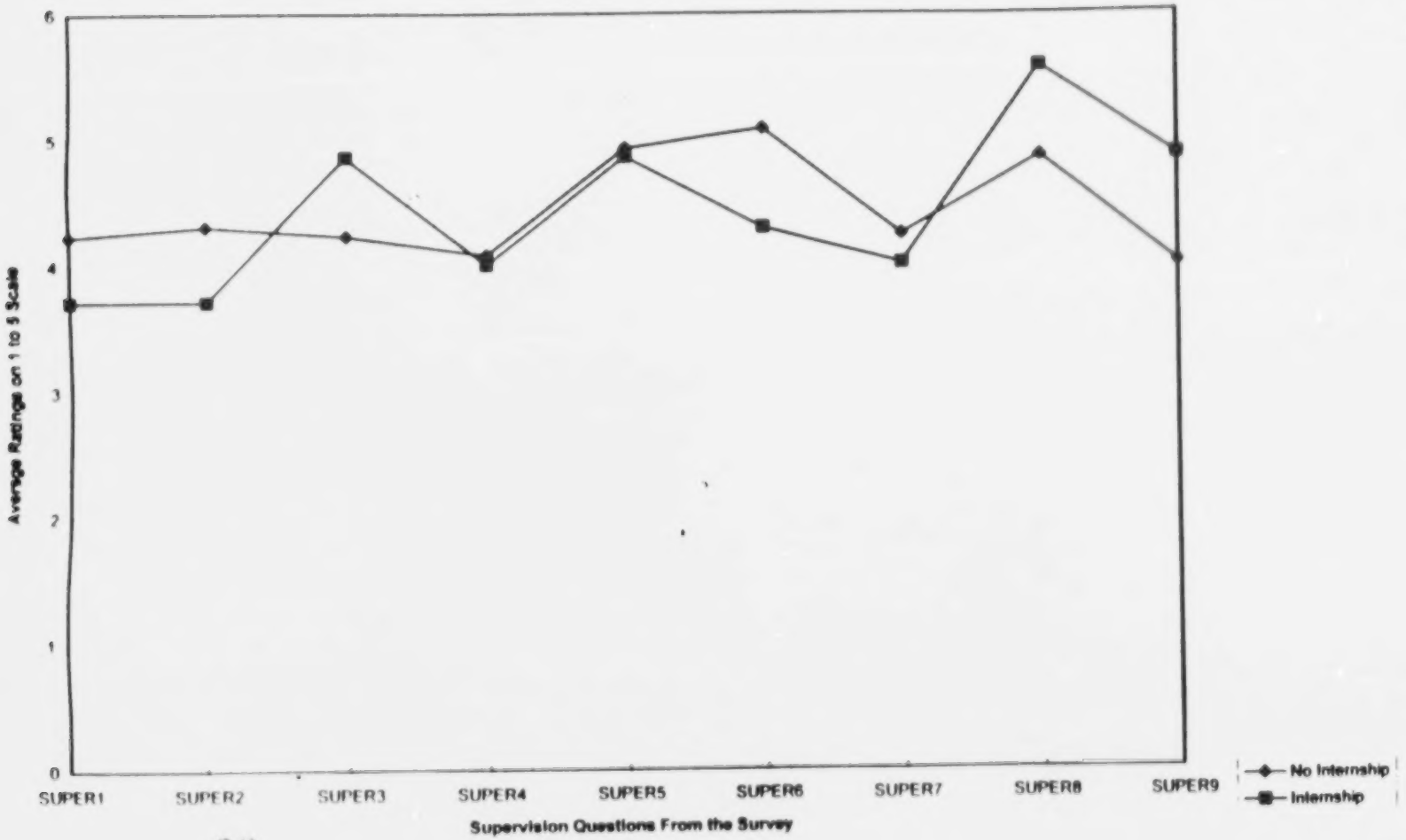

Principals' Ratings of Resource Variables
Average Ratings on 1 to 5 Scale
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
RESOURC1
RESOURC2
RESOURC3
RESOURC4
RESOURC5
RESOURC6
RESOURC7
RESOURC8
RESOURC9
Resource Questions From the Survey
No Internship
Internship

Graph 3


Principals' Ratings of Governance Variables
Average Ratings on 1 to 5 Scale
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
GOVERN1
GOVERN3
GOVERN5
GOVERN7
GOVERN9
GOVERN11
GOVERN13
GOVERN15
Governance Questions From the Survey
No Internship
Internship

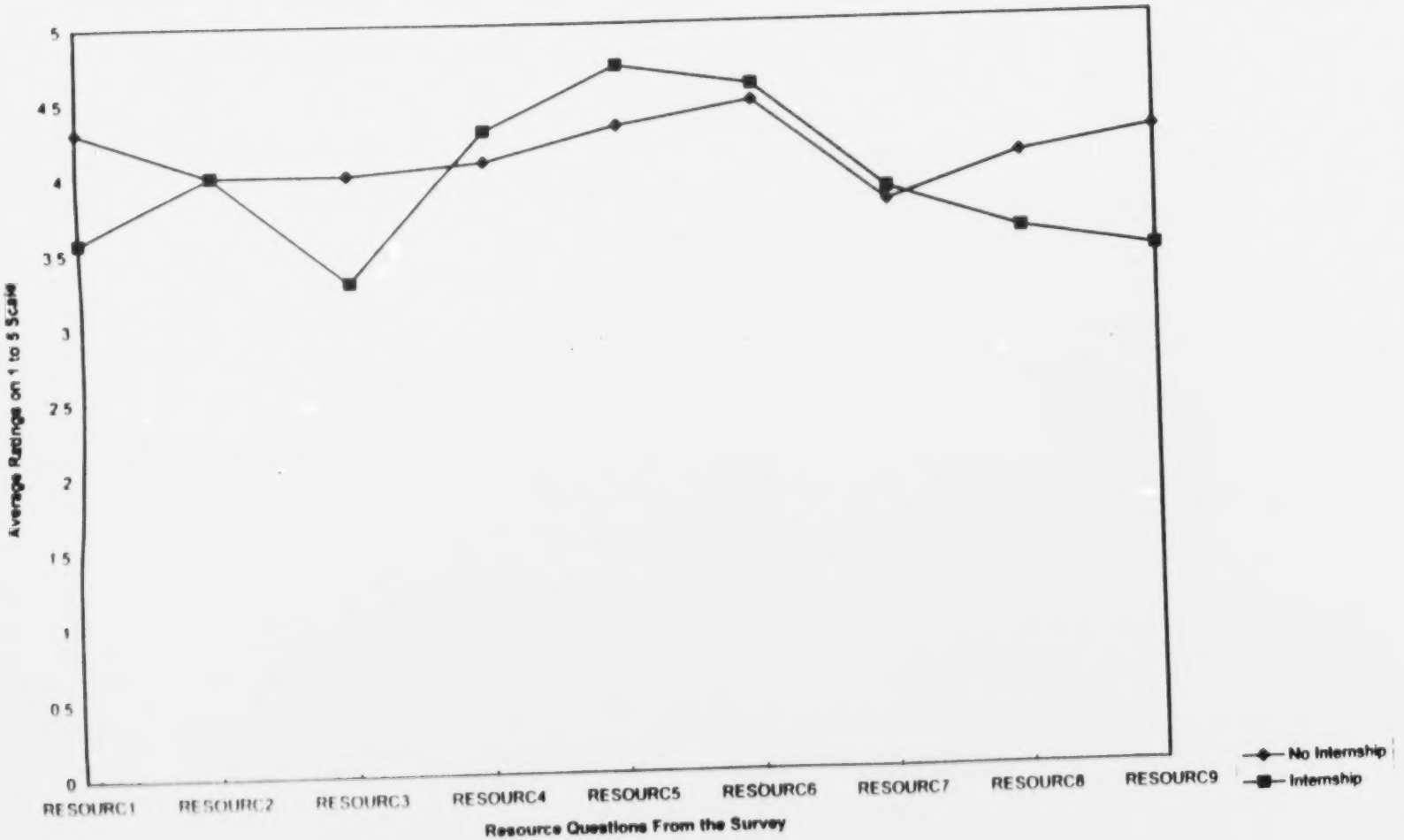
Graph 4

Superintendents' Ratings of Supervision Variables



Graph 5

Superintendents' Ratings of Resource Variables



Graph 6

Principals' Ratings of Governance Variables

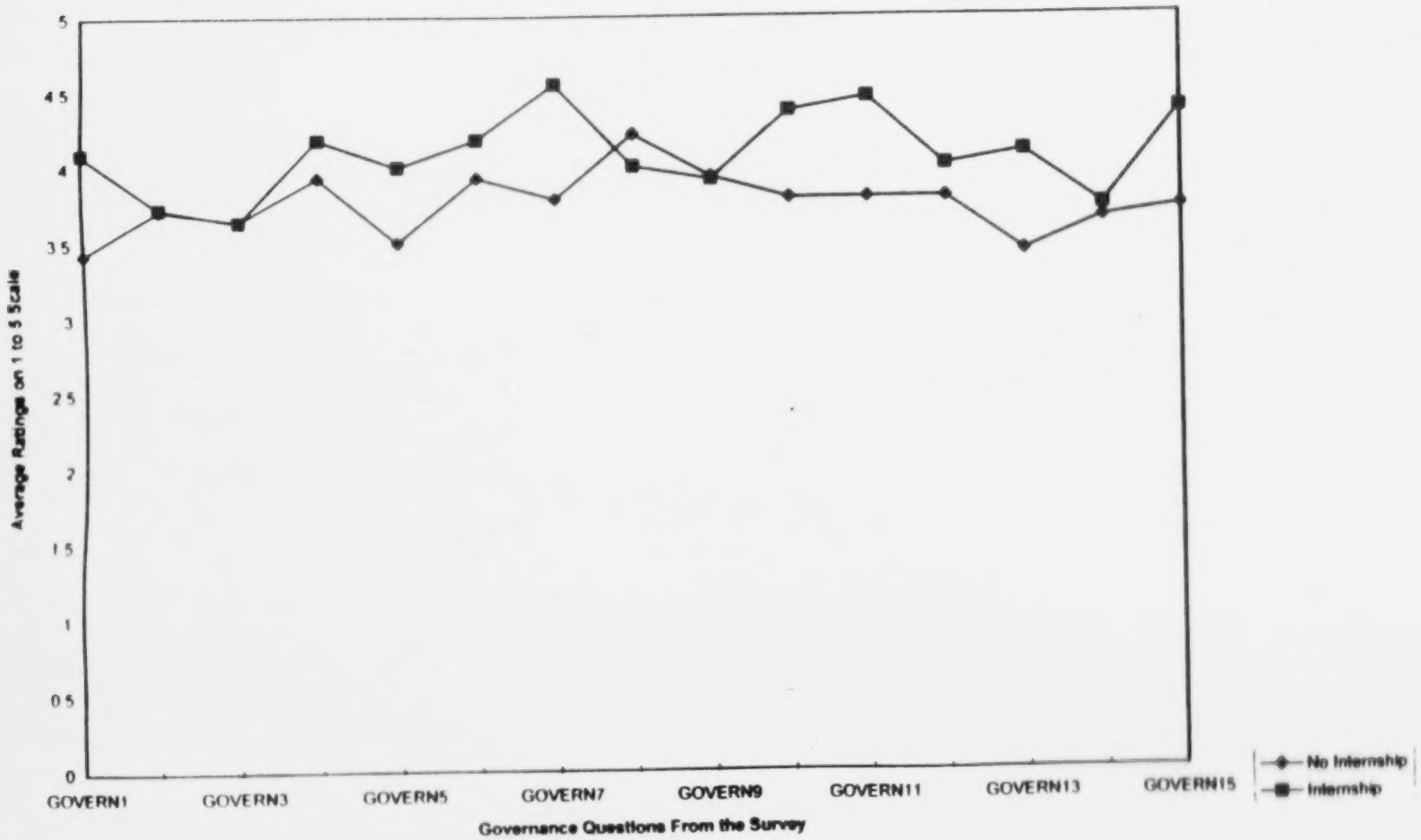


Table 1

Comparison of First-Year Principals: Supervising and Evaluating

Variable	Number of Cases	Mean	SD	Variance	t-value	df	1 Tail Significance
SUPER 2							
No Internship	14	3.5714	1.158	unequal	-1.80	22.61	.0425
Internship	11	4.2727	.786				

Principals with internship experience feel significantly better prepared at supervising and evaluating teachers.

Table 2

Comparison of First-Year Principals: Budgeting

Variable	Number of Cases	Mean	SD	Variance	t-value	df	1 Tail Significance
RESOURCE1							
No Internship	14	2.000	.555	unequal	-3.10	12.99	.0045
Internship	11	3.2727	1.272				

Principals with internship experience feel significantly better prepared at budgeting.

Table 3

Comparison of First-Year Principals: Appropriate Use of Staff

Variable	Number of Cases	Mean	SD	Variance	t-value	df	1 Tail Significance
RESOURCE2							
No Internship	14	2.4286	.756	unequal	-2.59	16.70	.0095
Internship	11	3.4545	1.128				

Principals with internship experience feel significantly better prepared to use staff appropriately.

Table 4

Comparison of First-Year Principals: Monitoring Expenditures

Variable	Number of Cases	Mean	SD	Variance	t-value	df	1-Tail Significance
RESOURCE3							
No Internship	14	2.3571	.745	unequal	-2.51	15.10	.012
Internship	11	3.4545	1.293				

Principals with internship experience feel significantly better prepared to monitor expenditures.

Table 5

Comparison of First-Year Principals: Managing Building Resources

Variable	Number of Cases	Mean	SD	Variance	t-value	df	1-Tail Significance
RESOURCE7							
No Internship	14	2.5714	1.016	unequal	-2.14	19.50	.023
Internship	11	3.5455	1.214				

Principals with internship experience feel significantly better prepared to manage building resources.

Table 6

Comparison of First-Year Principals: Coordinating Curriculum

Variable	Number of Cases	Mean	SD	Variance	t-value	df	1-Tail Significance
GOVERN 1							
No Internship	14	3.4286	1.016	unequal	-1.92	22.69	.034
Internship	11	4.0909	.701				

Principals with internship experience feel significantly better prepared to coordinate curriculum.

Table 7

Comparison of First-Year Principals: Building Teacher Teams

Variable	Number of Cases	Mean	SD	Variance	t-value	df	1 Tail Significance
GOVERN 7							
No Internship	14	3.7857	1.369	unequal	-1.91	17.48	0.37
Internship	11	4.5455	.522				

Principals with internship experience feel significantly better prepared to build teacher teams

Table 8

Comparison of First-Year Principals: Facilitating Communication

Variable	Number of Cases	Mean	SD	Variance	t-value	df	1 Tail Significance
GOVERN 11							
No Internship	14	3.7857	.975	unequal	-2.01	22.79	.025
Internship	11	4.4545	.688				

Principals with internship experience feel significantly better prepared to facilitate sound communication.

Superintendents' Reflections

Superintendents' Interviews: Qualitative Study of Research Question #3

Eight superintendents were contacted for follow-up interviews. Their responses have been summarized as follows:

All but one superintendent felt that internship experiences are a valuable learning tool. When given time to explain, a few focused on the concept of a planned internship, with goals and requirements and plenty of practical experience (in order to see the "bigger picture"), and an experienced, supportive mentor. Given these components, they felt an internship would be very valuable for beginning administrators.

The one unfavorable response came from a superintendent who had an amorphous or hazy vision of internships, at least in the way the questionnaire pictured them. He felt internships served little in terms of administrative preparation, as if his picture of an internship was that the experience was more an observation than "real world" experience.

Of the eight respondents, only two thought that the internship should not be required for certification or graduation, although four of the superintendents had internship experience themselves and four did not. Interestingly, of the four who participated in an internship, one thought it shouldn't be required, and of the four who had not participated in an internship, three thought it should be required.

Conclusions

The findings of this study provide valuable information to the Board of Education in the area of administrative certification. These results are also beneficial to universities in advising students through graduate degrees in educational administration. Further, this research could assist in evaluating the effectiveness of administrative internship programs now in existence in Montana. It is clear that by operating in partnership, universities and public schools could design optimal internship/mentorship programs to ensure high-quality leadership for Montana's schools.

In his recent book, Restructuring Schooling: Learning from Ongoing Efforts (1993), Joseph Murphy discusses the national push toward partnerships between university administrators and public school executives, noting that "the time has come to move beyond our preoccupation with conceptual discussions of restructuring to more grounded understandings--to learn what we can from ongoing efforts at transforming education." Indeed, this study has shed much-needed light upon first-year principals' self-perceptions of their preparation.

The conclusions from this study may be summarized as follows:

1. First-year principals in Montana with internship experience are significantly more confident that they are well prepared for their jobs than are first-year principals who have no internship experience.
2. The areas of the principalship shown to have statistically significant differences (for which those with internship experience feel much better prepared) are arguably those tasks most critical to schools (eg. supervision and evaluation of teachers, team-building, resource allocation, communication facilitating, etc.).

3. The aforementioned leadership tasks require mentorship and coaching (via internships); they are not learned well exclusively from textbooks and classes.

4. Some leadership behaviors and skills are better learned through modeling (via internships), much as teaching is best learned through modeling (via student-teaching).

5. Montana superintendents express high levels of satisfaction about the level of preparation of their first-year principals, regardless of internship experience. This is testimony to the high-quality graduate programs in Montana which produce a strong applicant pool.

6. In general, Montana superintendents are supportive of internships in graduate programs but varied in their certification views.

Implications for Further Study

The findings from this study point toward future investigations of related issues. We recommend conducting research into the following aspects of administrative internships:

1. The superintendents who participated in this investigation did not report differences in the levels of preparation of first-year principals. It would be instructive to ascertain why this was so. Could they have been biased in that they had been responsible for hiring these principals? Therefore, would the findings be different if the study asked about hypothetical employees instead of known personnel?
2. If superintendents perceive no difference, why do they frequently advertise positions giving preference to former interns?
3. What is the impact of the length of time spent in an internship upon its success?
4. Some Montana school districts pay their intern. How does this affect the quality of the program or the benefit to the school?
5. How would interns describe their most meaningful internship experiences via in-depth interviews of a qualitative nature?

Recommendations

Based upon the findings of this research, the following recommendations are offered:

1. Administrative internships should receive academic focus and support at both Montana universities with programs in educational administration.
2. While widespread support for requiring administrative internships for certification is uncertain at this time, it appears to be an issue of increasing interest among superintendents. The CSPAC should continue investigating both the possibility and implications of mandating internships for certification.
3. Insofar as internship experiences greatly enhance candidates' self-confidence and marketability, graduate students in educational administration should include an internship as part of their degree programs.

Endnote

The value of administrative internships was best described by a Montana superintendent contacted for this research last spring. "Look," he said, "have you seen my job description? I'm already putting in 60 hours a week. It's sad, but the reality is that I simply don't have time to provide 'on-the-job training' for anyone. When I've hired first-year principals with internship experience--and I've hired some without it, too--I can talk briefly about what that person needs to do, then walk away from it. I know they've seen something like it before, and if all else fails, they know other administrators to call for help. In Montana, it's a big network. . . and working together like that is best for all of us. I guess you could say the interns are already part of our network." 39

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Appendices

SURVEY FOR SCHOOL PRINCIPALS

Instructions: For each of the areas in school administration listed below, please indicate how well your graduate program (including any internships in school administration) prepared you to assume a principalship.

		Extremely Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Not at all Prepared
SUPERVISION						
1	Providing training for staff	5	4	3	2	1
2.	Supervising and evaluating the work performance of subordinate personnel	5	4	3	2	1
3	Evaluating staff performance on basis of mutually determined criteria	5	4	3	2	1
4	Motivating staff toward improvement of curriculum and instruction	5	4	3	2	1
5	Willingness to listen to supervisor	5	4	3	2	1
6.	Willing to take suggestions from staff if based upon sound logic and consistent with district operations	5	4	3	2	1
7	Providing appropriate follow-up to staff who need assistance	5	4	3	2	1
8.	Demonstrating effective skill in recruitment, selection and assignment of school personnel	5	4	3	2	1
9	Supervising staff meetings	5	4	3	2	1
RESOURCE UTILIZATION						
1	Keeping an accurate budget	5	4	3	2	1
2.	Utilizing classified staff appropriately	5	4	3	2	1
3	Monitoring expenditures	5	4	3	2	1
4	Looking for alternative methods for resource allocations	5	4	3	2	1
5	Reporting prompting, accurately and dependably	5	4	3	2	1
6.	Understanding the organizational patterns of the school	5	4	3	2	1
7.	Ensuring efficient management of building-level fiscal resources	5	4	3	2	1
8.	Identifying local resources to promote school activities	5	4	3	2	1
9	Utilizing resources creatively	5	4	3	2	1

BEST COPY AVAILABLE

		Extremely Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Not at all Prepared
SCHOOL GOVERNANCE						
1.	Coordinating curriculum program	5	4	3	2	1
2.	Coordinating the total educational program of the school	5	4	3	2	1
3.	Mediating conflict competently	5	4	3	2	1
4.	Keeping abreast of educational trends and curriculum development	5	4	3	2	1
5.	Participating in professional organizations	5	4	3	2	1
6.	Promoting a code of ethics among staff and students	5	4	3	2	1
7.	Carrying out directives as a team effort	5	4	3	2	1
8.	Fostering sound interpersonal relationships among the students, staff, and parents	5	4	3	2	1
9.	Acting as a collaborative leader in site-based management	5	4	3	2	1
10.	Fostering a school climate conducive to learning	5	4	3	2	1
11.	Facilitating sound communication channels between staff and administration	5	4	3	2	1
12.	Maintaining a good working relationship with the superintendent of schools	5	4	3	2	1
13.	Communicating standards for appropriate performance	5	4	3	2	1
14.	Providing for effective day-to-day operation of the school	5	4	3	2	1
15.	Implementing the policies and procedures of the district	5	4	3	2	1

SURVEY FOR SCHOOL SUPERINTENDENTS

Instructions: For each of the areas in school administration listed below, please indicate how well the first-year principal you supervised was prepared to assume a principalship.

		Extremely Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Not at all Prepared
SUPERVISION						
1.	Providing training for staff	5	4	3	2	1
2.	Supervising and evaluating the work performance of subordinate personnel	5	4	3	2	1
3.	Evaluating staff performance on basis of mutually determined criteria	5	4	3	2	1
4.	Motivating staff toward improvement of curriculum and instruction	5	4	3	2	1
5.	Willingness to listen to supervisor	5	4	3	2	1
	Willing to take suggestions from staff if based upon sound logic and consistent with district operations	5	4	3	2	1
7.	Providing appropriate follow-up to staff who need assistance	5	4	3	2	1
8.	Demonstrating effective skill in recruitment, selection and assignment of school personnel	5	4	3	2	1
9.	Supervising staff meetings	5	4	3	2	1
RESOURCE UTILIZATION						
1.	Keeping an accurate budget	5	4	3	2	1
2.	Utilizing classified staff appropriately	5	4	3	2	1
3.	Monitoring expenditures	5	4	3	2	1
4.	Looking for alternative methods for resource allocations	5	4	3	2	1
5.	Reporting prompting, accurately and dependably	5	4	3	2	1
6.	Understanding the organizational patterns of the school	5	4	3	2	1
7.	Ensuring efficient management of building-level fiscal resources	5	4	3	2	1
8.	Identifying local resources to promote school activities	5	4	3	2	1
	Utilizing resources creatively	5	4	3	2	1

BEST COPY AVAILABLE

		Extremely Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Not at all Prepared
SCHOOL GOVERNANCE						
1	Coordinating curriculum program	5	4	3	2	1
2	Coordinating the total educational program of the school	5	4	3	2	1
3	Mediating conflict competently	5	4	3	2	1
4	Keeping abreast of educational trends and curriculum development	5	4	3	2	1
5	Participating in professional organizations	5	4	3	2	1
6	Promoting a code of ethics among staff and students	5	4	3	2	1
7	Carrying out directives as a team effort	5	4	3	2	1
8	Fostering sound interpersonal relationships among the students, staff, and parents	5	4	3	2	1
9	Acting as a collaborative leader in site-based management	5	4	3	2	1
10	Fostering a school climate conducive to learning	5	4	3	2	1
11	Facilitating sound communication channels between staff and administration	5	4	3	2	1
12	Maintaining a good working relationship with the superintendent of schools	5	4	3	2	1
13	Communicating standards for appropriate performance	5	4	3	2	1
14	Providing for effective day-to-day operation of the school	5	4	3	2	1
15	Implementing the policies and procedures of the district	5	4	3	2	1